

**Standards of Quality and Effectiveness for Advanced Course Work for the  
Multiple Subject and Single Subject Professional Clear Teaching Credential  
and Submission Guidelines for Approval of the Fifth Year of Study Program**



**September 25, 2003  
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**California Commission on Teacher Credentialing  
Professional Services Division  
1900 Capitol Avenue  
Sacramento, CA 95814**

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## Introduction

The California Commission on Teacher Credentialing has adopted *Standards of Quality and Effectiveness for the Subject Matter Requirement for the Multiple Subject Teaching Credential*, *Standards of Quality and Effectiveness for Teacher Preparation Programs for the Multiple and Single Subject Preliminary Teaching Credentials*, and *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*. Program sponsors are required to transition programs from prior standards to the new standards.

Education Code Section 44259(c) establishes minimum requirements for the professional clear multiple or single subject teaching credential. By law, the requirements include possession of a valid preliminary teaching credential, completion of an approved Fifth Year program at a regionally accredited institution, and, subject to the availability of funds in the annual Budget Act, completion of a program of beginning teacher induction. The law specifically waives the Fifth Year program requirement for candidates who complete an approved induction program.

Professional preparation programs for the preliminary credential must address the study of health education, methods of delivering appropriate educational services to students with exceptional needs; computer-based technology, and the study of teaching English learners. Professional preparation programs for the professional clear credential must include advanced study of these content areas.

Education Code §44259(c), found in the Attachment I, outlines the requirements for obtaining a Professional Clear Multiple or Single Subject Teaching Credential for those who complete the SB 2042 teacher preparation program. In addition, Education Code §44259.5(e), also in Attachment I, outlines the teaching English learner course work requirement.

The current statute provides flexibility for candidates earning the SB 2042 professional clear credential. Candidates may complete a commission approved Induction Program or a commission approved Fifth Year of Study. These guidelines describe the mechanism for approving Fifth Year Programs and provide the standards of program quality for the advanced study courses offered through Fifth Year programs.

## Approval of Fifth Year of Study

Program sponsors may seek approval of a program for the Fifth Year of Study (including Advanced Study Courses) in order to accommodate candidates who choose that option for completing the SB 2042 Multiple or Single Subject Professional Clear Teaching Credential. Only program sponsors who are approved for Multiple or Single Subject programs under the SB 2042 standards are eligible to submit proposals. This includes those institutions currently going through the review process for SB 2042 programs. Submission of a proposal is voluntary. Sponsors are not required to offer this option.

Approval of the Fifth Year of Study Program represents a change from earlier practice. The program sponsor seeks approval of the entire Fifth Year of Study program, rather than individual components. Previously, individual courses were approved for use in the Fifth Year of Study and could result in a “piecemeal” approach to meeting the requirements. This new approval process applies to graduates of SB 2042 programs for the Multiple or Single Subject Credentials and replaces the earlier process.

### **Fifth Year of Study**

A Fifth Year of Study is defined as a program of course work consisting of a minimum of 30 semester units beyond the bachelor’s degree or a master’s degree completed at a regionally-accredited college or university. The course work or degree is to be in a field of study designed to improve the teacher’s competence and skills and may be in the field of education as well as other related areas.

The Fifth Year of Study (course work beyond the bachelor’s degree) may be initiated **prior** to or **after** the issuance of a Preliminary Multiple or Single Subject Teaching Credential. Following are the types of preparation meeting the requirement:

1. Study undertaken to complete an approved program of professional preparation.
2. Additional subject matter preparation.
3. Completion of an approved program for an advanced or specialized credential.
4. Pursuit of a master’s or higher degree in education or related areas.
5. A program of in-service training for which college or university credit is given.

### **Advanced Study Course Work**

In addition, as part of the Fifth Year of Study, the candidate must complete the required Advanced Study Course Work in health education, teaching special populations, using technology and teaching English learners **after** the issuance of the Preliminary Multiple or Single Subject Teaching Credential.

### **Completion of the Fifth Year of Study**

Approved program sponsors will determine that the candidate has completed the required minimum number of units consistent with the types of preparation described above. Further, program sponsors will determine that the approved advanced study course work was taken after the issuance of the preliminary credential. If a program sponsor wishes to make an equivalency decision about one or more of the advanced study courses, it must be based upon course work or experience completed after the issuance of the preliminary credential. When the candidate finishes the fifth year program, the program sponsor will submit the candidate’s application, credential fee, supporting materials and recommendation form.

## **SUBMISSION GUIDELINES**

### **For SB 2042 Fifth Year of Study Programs**

To facilitate the proposal review and approval process, Commission staff has developed the following instructions for organizations submitting advanced study course work for approval under SB 2042. It is essential that these instructions be followed accurately. Failure to comply with these procedures may result in a proposal being returned to the prospective program sponsor for reformatting and/or revision prior to being reviewed.

### **Transmittal Instructions**

Sponsoring agencies are required to submit **two printed copies** of the Fifth Year of Study proposal, to the following address:

California Commission on Teacher Credentialing  
Professional Services Division  
1900 Capitol Avenue  
Sacramento, CA 95814

Attention: Phyllis Jacobson

In addition, **one electronic copy of the proposal text** (not including supporting evidence) must also be submitted to:

Phyllis Jacobson: [pjacobson@ctc.ca.gov](mailto:pjacobson@ctc.ca.gov)

This electronic submission should be in Microsoft Word, or a Microsoft Word compatible format. Some phases of the review process may involve secure web-based editing. To facilitate this process, please leave no spaces in the filename of your document, and be sure that the name of the file ends in ".doc" (example: uc fifth year document.doc; csu freeway fifth year document.doc).

Documents describing the Fifth Year of Study will be accepted and reviewed beginning January 5, 2004 and on a monthly basis, through August 2, 2004. Documents will be reviewed in the order of submission. Additional reviews will take place on a quarterly schedule after August 2004.

## Submission Dates

There will be eight opportunities to submit Fifth Year of Study proposals for review and approval during 2004. Documents will be reviewed in the order they are received. Submission dates are:

**January 5, 2004**

**March 1, 2004**

**May 3, 2004**

**July 1, 2004**

**February 2, 2004**

**April 1, 2004**

**June 1, 2004**

**August 2, 2004**

Attachment II is an **Intent to Submit Fifth Year of Study** proposal. Please submit this page to the attention of by November 1, 2003. Indicate the month you propose to submit your program. This will allow for planning the reading of the Fifth Year of Study proposals.

## Proposal Organization

Program sponsors must submit a complete program proposal for the Fifth Year of Study. The proposal will include a description of the procedures that the sponsor will follow in determining that each candidate completes the required coursework beyond the bachelor's degree (both that taken before the issuance of the preliminary credential and that taken after the issuance of the preliminary credential). The sponsor will be responsible for determining that the coursework taken is appropriate for the Fifth Year of Study. The sponsor is also responsible for offering all of the Advanced Study Courses and for determining that each candidate completes the approved Advanced Study Courses after the issuance of the preliminary credential.

- (a) The program sponsor will describe its procedures for keeping appropriate records for each candidate. This must include an initial assessment of appropriate coursework taken, or to be taken. Coursework to be used must meet one or more of the following requirements:
- Study undertaken to complete an approved program of professional preparation.
  - Additional subject matter preparation.
  - Completion of an approved program for an advanced or specialized credential.
  - Pursuit of a master's or higher degree in education or related areas.
  - A program of in-service training for which college or university credit is given.

In addition, the program sponsor will describe how records are maintained for each candidate, how the sponsor makes certain that the advanced study course work is taken after the issuance of the preliminary credential, who is responsible for advising the candidate and who makes the final determination that all Fifth Year of Study requirements are met.

- (b) The response(s) submitted will describe all advanced study course work that candidates will take after receiving a SB 2042 Preliminary Multiple Subject or Single Subject Credential. Included in the

Standards are many instances where the candidate must demonstrate a skill or ability. Therefore, it seems unrealistic to submit course work in isolation from experience with students in classroom settings.

- (c) The elements in the Standard for Advanced Study of Using Technology to Support Student Learning are derived from the earlier Commission Program Standard 20.5: Use of Computer-Based Technology in the Classroom, Level II, Prior to Issuance of the Professional Credential. All program sponsors have previously been required to submit complete responses to Standard 20.5 and the responses were reviewed and approved.

Those previously approved sponsors are not required to submit a complete response to the advanced study technology standard. The only requirements for this submission are the course number, course title, number of units and a copy of the course syllabus for the previously approved course or courses used for the advanced study in technology. Teacher preparation programs that have not previously submitted advanced technology course work must submit the new course work for full review and approval at this time.

- (d) The Standard for Advanced Study of Teaching English takes effect for candidates completing the professional clear credential after June 30, 2005. Program sponsors need to submit a response to this standard with the submission, but are not required offer the course work until July 1, 2005.

**Each proposal must be organized in the following order:**

- (s) Transmittal Cover Sheet (see Attachment III)
- (t) Description of Fifth Year of Study Program
- (u) Responses to Standards for Advanced Study Courses

The responses to each standard must:

- (1) be tabbed/labeled to help guide the reviewers
- (2) have numbered pages
- (3) provide supporting evidence, included after each response or organized into appendices. Evidence should be cross-referenced in the response and appendices *must* be tabbed for easy access by reviewers.
- (4) not be submitted in binders, please just connect the pages together with a clip.

## Responding to Standards

Advanced Study Course proposals should provide sufficient information about how the program intends to deliver content consistent with each standard so that reviewers can determine whether each standard has been met by the program.

The written text may be organized in a variety of ways. Both holistic and element-by-element responses, as well as a combination of these approaches, are acceptable. Whatever the organizational format, the text must reference all required elements, or address them specifically. ***Responses that do not address each standard and its required elements will be considered incomplete.***

Responses should not merely reiterate the standard. They should demonstrate how the standard will be met by describing both the content and processes that will be used in the advanced study course, and by providing evidence to support the explanation.

The goal in writing the response to any standard should be to describe the proposed course clearly enough for an outside reader to understand what a new teacher will experience, as he or she progresses through the program, in terms of depth, breadth, and sequencing of instructional and field experiences, and what he or she will know and be able to do and demonstrate at the end of the course. Readers will then be able to assess the responses for consistency with the standard, completeness of the response, and quality of the supporting evidence.

Some examples of supporting evidence helpful for review teams include:

- Course or module outlines, showing the sequence of course topics, classroom activities, materials and texts used, and out-of-class assignments
- Specific descriptions of assignments and other formative assessments that demonstrate how teachers will demonstrate an ability or competence
- Documentation of materials to be used, including tables of contents of textbooks and identification of assignments from the texts, and citations for other reading assignments.

Lines of suitable evidence will vary with each standard and advanced study course.

**The next pages contain the Standards for Advanced Study Course work:**

- (1) Advanced Study of Health Education
- (2) Advanced Study of Teaching Special Populations
- (3) Advanced Study of Using Technology to Support Student Learning
- (4) Advanced Study of Teaching English Learners (7/1/2005)



**Standards of Quality and Effectiveness for Advanced Study Course Work**  
**for the**  
**Multiple Subject and Single Subject Professional Clear Teaching Credential**

- (1) Advanced Study of Health Education
- (2) Advanced Study of Teaching Special Populations
- (3) Advanced Study of Using Technology to Support Student Learning
- (4) Advanced Study of Teaching English Learners (7/1/2005)

## **Advanced Study of Health Education (Standard 1)**

In advanced course work, each candidate builds upon the knowledge, skills, and abilities acquired during the professional teacher preparation program for the delivery of comprehensive support for students' physical, cognitive, emotional and social well being. Each candidate understands and promotes personal, classroom, and school safety through appropriate prevention and intervention strategies. Each candidate demonstrates an understanding of the relationship between student health and student learning, and knows how to access local and community resources to support student health. Each candidate demonstrates knowledge of and implements appropriate elements of the adopted health curriculum and instructional materials for the teaching assignment. Each candidate knows major state and federal laws related to student health and safety, including reporting requirements and parents' rights.

### **Required Elements**

- (a) Each candidate identifies environmental factors that influence student well-being, and takes appropriate actions to address student health and safety within the context of the teaching assignment.
- (b) Each candidate implements accident prevention strategies within the classroom and the school site.
- (c) Each candidate uses a strengths-based approach to foster individual students' well-being. He/she is able to communicate with students' families regarding student health and safety, and can work with families, caregivers and health professionals to create and maintain a healthful environment.
- (d) Each candidate knows and can implement the school's crisis response plan: procedures for responding to emergency health situations; procedures for contacting staff identified as qualified to provide first aid and CPR; and conflict resolution strategies and other techniques for defusing potentially violent situations.
- (e) Each candidate demonstrates understanding of health and safety factors such as vision, hearing, nutrition, communicable diseases, alcohol and substance abuse, and other risk behaviors that impact student health and learning. Candidates know how to recognize these factors, and how to access in accordance with school policy and procedures appropriate site, local and community health and mental health resources available to help students and families: health education, school nurses, and health clerks; vision, hearing and dental clinics; nutrition and free lunch programs; speech therapy and psychological and counseling services; social workers; and child welfare and attendance workers.
- (f) Each candidate uses appropriately the adopted health curriculum and knows how to use instructional materials in health within the context of the teaching assignment.
- (g) Each candidate knows and implements as appropriate state and federal reporting requirements relating to child abuse and neglect; state and local permitted health topics; state and federal requirements as well as local policy regarding family life and sex education, and procedures for notifying parents; and parents' rights regarding instruction in health. He/she is familiar with local guidelines for accessing and using outside speakers.

## **Advanced Study of Teaching Special Populations (Standard 2)**

In advanced course work, each candidate builds on the knowledge, skills and strategies acquired during preliminary preparation for teaching students with disabilities, students in the general education classroom who are at risk, and students who are gifted and talented. Each candidate knows the statutory provisions of the Individuals with Disabilities Education Act (IDEA), subsequent changes in the act, and any new, relevant statutory requirements. Each candidate knows the statutory and/or local provisions relating to the education of students who are gifted and talented. Each candidate demonstrates the ability to create a positive, inclusive climate for individualized, specialized instruction and the assessment of students with special needs and/or abilities. Each candidate demonstrates the use of instructional strategies to provide students with disabilities appropriate learning opportunities to master grade level State-adopted academic content standards for students at high performance levels. Each candidate demonstrates the ability to establish cooperative and collaborative relationships with community and school professionals significant to the education of students with disabilities and with students' care givers, as well as with community and school professionals significant to the education of students who are gifted and talented.

### **Required Elements**

- (a) Each candidate demonstrates knowledge of processes for identifying and referring students for special education services, and the legal and ethical obligation of general education teachers to participate in the Individualized Education Plan (IEP) process, including attending IEP meetings, collaborating and cooperating with special education teachers and the student's parents, and implementing the plan's goals and objectives as they pertain to mainstreaming in the general education classroom.
- (b) Each candidate demonstrates knowledge of student growth and development, and the use of positive behavioral support strategies based on functional analysis of student behaviors and related factors.
- (c) Each candidate demonstrates knowledge of strategies to ensure that students with disabilities, as well as gifted and talented students, are integrated into the social fabric of the classroom.
- (d) Each candidate demonstrates comprehensive ability and skill in the identification and use of resources such as personnel, equipment, instructional materials, teaching strategies, assistive technologies, and supplies available within the school and the local community for assessing and educating students with individual needs in the general education classroom.
- (e) Each candidate demonstrates collaboration with others such as care givers, special education teachers, and support persons for the transition of the special education student to the least restrictive environment, whether it be to the next grade, school, or post-school environment.
- (f) Each candidate demonstrates recognition and assessment of the strengths of students with disabilities and of students who are gifted and talented, as well as their social and academic needs, and how to plan instructional and/or social activities to further develop these strengths.

## **Advanced Study of Using Technology to Support Student Learning (Standard 3)**

In advanced course work, each candidate builds upon the knowledge, skills, and abilities acquired during preliminary preparation for the delivery of comprehensive, specialized use of appropriate computer-based technology to facilitate the teaching and learning processes. Each candidate is a fluent, critical user of technology, able to provide a relevant education and to prepare his/her students to be life-long learners in an information-based, interactive society. Each candidate makes appropriate and efficient use of software applications and related media to access and evaluate information, analyze and solve problems, and communicate ideas in order to maximize the instructional process. Such use of technology supports teaching and learning regardless of individual learning style, socioeconomic background, culture, ethnicity, or geographic location. Each candidate integrates these technology-related tools into the educational experience of students, including those with special needs.

### **Required Elements**

- (a) Each candidate communicates through a variety of electronic media.
- (b) Each candidate interacts and collaborates with other professionals through a variety of methods, including the use of computer-based collaborative tools to support technology -enhanced curriculum.
- (c) Each candidate uses technological resources available inside the classroom or in library media centers, computer labs, local and county facilities, and other locations to create technology-enhanced lessons aligned with the adopted curriculum.
- (d) Each candidate designs, adapts, and uses lessons that address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning.
- (e) Each candidate uses technology in lessons to increase students' ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions. He/she creates or makes use of learning environments that promote effective use of technology aligned with the curriculum inside the classroom, in library media centers or in computer labs.
- (f) Each candidate uses computer applications to manipulate and analyze data as a tool for assessing student learning and for providing feedback to students and their parents.
- (g) Each candidate demonstrates competence in evaluating the authenticity, reliability and bias of the data gathered, determines outcomes, and evaluates the success or effectiveness of the process used. He/she frequently monitors and reflects upon the results of using technology in instruction and adapts lessons accordingly.

## **Advanced Study of Teaching English Learners (Standard 4)**

In advanced course work, each candidate builds on the knowledge, skills and abilities acquired during the professional teacher preparation program for the delivery of comprehensive, specialized instruction for English learners. Each candidate knows school organizational structures and resources designed to meet the needs of English learners, and demonstrates the ability to implement the adopted instructional program for English Language Development. Each candidate demonstrates the ability to implement the adopted instructional program for the development of academic language, comprehension, and knowledge in the core academic curriculum that promotes students' access and achievement in relation to state-adopted academic content standards and performance levels for students. Each candidate is familiar with local and state-adopted assessments for English language proficiency, and how these instruments are used to measure student accomplishment and to place students. Each candidate uses knowledge of students' backgrounds, experiences, and family structures in planning instruction and supporting individual student learning.

### **Required Elements**

- (a) Each candidate knows the purposes, goals and content of the adopted instructional program for the effective teaching of and support for English learners. He/she knows local and school organizational structures and resources designed to meet the needs of English learners.
- (b) Each candidate demonstrates the skills and abilities to use English language development methods and strategies as part of the approved reading/language arts program, including teaching of reading, writing, speaking and listening skills that logically progress to the grade level reading/language arts program for English speakers.
- (c) Each candidate demonstrates the ability to appropriately use adopted instructional materials and strategies for English learners, based on students' assessed proficiency in English and in their first language.
- (d) Each candidate demonstrates the ability to use a variety of systematic, well planned teaching strategies that develop academic language, make content comprehensible to English learners, provide access to the adopted grade level curriculum in core academic subject matter, and develop concepts and critical thinking skills.
- (e) Each candidate understands and knows how to interpret assessments of English learners for student diagnosis and placement, and for instructional planning. Each candidate knows the purposes, contents and uses of California's English Language Development Standards and English Language Development Test. Each candidate effectively uses appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.
- (f) Each candidate knows how to use assessment information to diagnose students' language abilities and to develop lessons that maximize students' academic success and achievement in the State-adopted academic content standards.

- (g) Each candidate draws upon available resources to enhance English learners' comprehension of content by organizing the classroom and utilizing first language support services when available to support mastery of the State-adopted academic content standards for students.
- (h) Each candidate plans and delivers appropriate instruction and applies understandings of how cultural, experiential, cognitive and pedagogical factors and individual student needs affect first and second language development.
- (i) Each candidate develops appropriate and meaningful learning experiences that draw on students' prior knowledge and experiences.
- (j) Each candidate provides an equitable learning environment that encourages students to express meaning in a variety of ways.
- (k) Each candidate effectively teaches students from diverse backgrounds and communities, and can communicate effectively with parents and families.

## ATTACHMENTS:

I) Education Code §44259(c) and §44259.5(e)

II) Intent to Submit Fifth Year of Study

III) Transmittal Cover Sheet

### **Education Code Section 44259(c)**

- (c) The minimum requirements for the professional clear multiple or single subject teaching credential shall include all of the following requirements:
- (1) Possession of a valid preliminary teaching credential, as prescribed in subdivision (b), possession of a valid equivalent credential or certificate, or completion of equivalent requirements as determined by the commission. A candidate who has satisfied the requirements of subdivision (b) for a preliminary credential, including completion of an accredited internship program of professional preparation, shall be determined by the commission to have fulfilled the requirements of paragraph (2) for beginning teacher induction if the accredited internship program has fulfilled induction standards and been approved as set forth in this subdivision.
  - (2) Subject to the availability of funds in the annual Budget Act to provide statewide access to eligible beginning teachers, as defined in subdivision (d) of Section 44279.1, completion of a program of beginning teacher induction, including any of the following:
    - (A) A program of beginning teacher support and assessment approved by the commission and the Superintendent of Public Instruction pursuant to Section 44279.1, a provision of the Marian Bergeson Beginning Teacher Support and Assessment System.
    - (B) An alternative program of beginning teacher induction that is provided by one or more local education agencies and has been approved by the commission and the superintendent on the basis of initial review and periodic evaluations of the program in relation to appropriate standards of credential program quality and effectiveness that have been adopted by the commission, the superintendent, and the State Board of Education pursuant to this subdivision. The standards for alternative programs shall encourage innovation and experimentation in the continuous preparation and induction of beginning teachers. Any alternative program of beginning teacher induction that has met state standards pursuant to this subdivision may apply for state funding pursuant to Sections 44279.1 and 44279.2.
    - (C) An alternative program of beginning teacher induction that is sponsored by a regionally accredited college or university, in cooperation with one or more local school districts, that addresses the individual professional needs of beginning teachers and meets the commission's standards of induction. The commission shall ensure that preparation and induction programs that qualify candidates for professional credentials extend and refine each beginning teacher's professional skills in relation to the California Standards for the Teaching Profession and the standards of pupil performance adopted pursuant to Section 60605.
  - (3) Preparation, in accordance with commission standards, that addresses the following:
    - (A) Study of health education, including study of nutrition, cardiopulmonary resuscitation, and the physiological and sociological effects of abuse of alcohol, narcotics, and drugs and the use of tobacco. Training in cardiopulmonary resuscitation shall also meet the standards established by the American Heart Association or the American Red Cross.
    - (B) Study and field experience in methods of delivering appropriate educational services to pupils with exceptional needs in regular education programs.
    - (C) Study, in accordance with the commission's standards of program quality and effectiveness, of advanced computer-based technology, including the uses of technology in educational settings.
  - (4) The commission shall develop and implement standards of program quality that provide for the areas of study listed in subparagraphs (A) to (C), inclusive of paragraph (3), starting in professional preparation and continuing through induction.
  - (5) Completion of an approved fifth-year program after completion of a baccalaureate degree at a regionally accredited institution, except that the commission shall eliminate this requirement for any candidate who has completed an induction program that has been approved for the professional clear credential pursuant to paragraph (2).

### **EC 44259.5(e)**

- (e) Commencing July 1, 2005, the commission may not initially issue a professional clear teaching credential to an applicant pursuant to subdivision (c) of Section 44259 unless the applicant has satisfied the standards and requirements established pursuant to subdivision (d) or has an authorization to provide services to English language learners issued pursuant to Section 44253, 44253.1, 44253.2, 44253.3, 44253.4, or 44253.10.



**Intent to Submit  
SB 2042 Fifth Year of Study**

Due by **November 1, 2003**

**(h) Sponsoring Organization:**

Name \_\_\_\_\_

Title \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_

E-mail \_\_\_\_\_

**(i) Submission: Please indicate the month you plan to submit your proposal**

☐ **January 5, 2004**

☐ **May 3, 2004**

☐ **February 2, 2004**

☐ **June 1, 2004**

☐ **March 1, 2004**

☐ **July 1, 2004**

☐ **April 1, 2004**

☐ **August 2, 2004**

**Fax to the attention of**

**Phyllis Jacobson  
PSD-California Commission on Teacher Credentialing  
916-327-3165**

## SB 2042 Fifth Year of Study - Transmittal Cover Sheet

### (5) Sponsoring Organization:

Name \_\_\_\_\_

### (6) Program Contacts:

1. Name \_\_\_\_\_

Title \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_

**E-mail** \_\_\_\_\_

2. Name \_\_\_\_\_

Title \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_

**E-mail** \_\_\_\_\_

### (7) Chief Executive Officer (*President or Provost; Superintendent*):

Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_

E-mail \_\_\_\_\_

***I Hereby Signify My Approval to Transmit This Proposal Document to the California Commission on Teacher Credentialing:***

**CEO Signature** \_\_\_\_\_

**Title** \_\_\_\_\_

**Date** \_\_\_\_\_